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ABSTRACT

The curriculum for severely mentally and multiply impaired students lists annual goals, short-term instructional objectives, and performance objectives in nine content areas: cognitive, social, communication, self-care, fine motor, gross motor, independent/functional living, prevocational training skills, and leisure/recreation. The underlying philosophy incorporates traditional content instruction with age appropriate activities. Activities are further designed to promote acquisition of meaningful and relevant skills, allowing for partial participation as a goal for some students. Recordkeeping procedures are discussed for each content area, and examples of completed forms are appended. (CL)

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DEVELOPING A COMPREHENSIVE CURRICULUM MANAGEMENT SYSTEM FOR STUDENTS WITH SEVERE MENTAL IMPAIRMENTS

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INTRODUCTION

- OVERVIEW -

This curriculum is divided into nine content areas including: Cognitive, Social, Communication, Self-Care, Fine Motor, Gross Motor, Independent/Functional Living, Prevocational Training Skills and Leisure/Recreation. The first six were designed for young students; the last three are designed primarily to meet the needs of severely handicapped students 12 years of age and older.

The Michigan Special Education Rules require that every special education curriculum include skills related to personal adjustment, physical education, prevocational and vocational training. The first three areas are covered within the nine sections of this curriculum. Vocational training for these students will be accomplished as needed through development of individual vocational training programs.

For each of the sections in the curriculum, annual goals, short-term instructional objectives, and performance objectives have been written and duplicated for use with each student.

These goals and objectives pages are presented in a format that facilitates keeping records of student progress. This detailed record-keeping system is designed to facilitate the IEPC process as well as provide a vehicle for communication among teachers and between teachers and parents.

- INSTRUCTIONAL PHILOSOPHY -

Age-Appropriate Curriculum Content - This curriculum has been divided into two major sections. The first section contains sequences of basic skills in the areas of cognitive, social, communication, self-care, fine motor, and gross motor skills. Annual goals, short-term instructional objectives, and performance objectives have been developed or adapted from existing sources for each of these areas. The format of this section is traditional in that a particular skill is broken down into a sequence of small steps to be acquired by the student (e.g. learning to brush teeth is divided into a series of steps to facilitate the teaching/learning process). Also, activities may be specifically designed to provide opportunity for work on an isolated skill. For example, the improvement of grasping skills might be worked on by having the student "play" with pegs, puzzles, etc. While activities may be designed to focus on isolated skills, these skills should be taught in meaningful situations at appropriate times when possible.

However, eventually it becomes inappropriate for students to be stacking blocks or placing pegs into holes merely because they still have difficulty with grasping/releasing objects. Thus, this curriculum has a second major section which is not divided into these more traditional areas.

The second section of the curriculum includes independent/functional living skills, prevocational training skills and leisure/recreation. Many SMI/SXI students that are around 12 years of age can begin working on the skills in this section. The intent of this section is to integrate the cognitive, motor, social, communication, and self-care skills into age-appropriate activities. For example, while stacking blocks may have been an appropriate fine motor activity for the young SMI/SXI child, retrieving coins from a coin purse at McDonald's, unwrapping a hamburger, or putting the straw in the hole in the lid of a cup are more appropriate activities for the 16-year old SMI/SXI student.

Similarly, the reduction of a behavior like "drooling" would be approached very differently for the young child and the older student. The teacher working with the young child might select objectives related directly to oral-motor skill improvement and work several times a day with the child stimulating better oral-motor control. The teacher of the older student might work on the reduction of "drooling" by choosing objectives that stress the importance of swallowing, such as preparing a snack or sack lunch.

Relevant Teaching Activities - Related to the issue of age appropriateness is contextual appropriateness. Traditional teaching techniques used with students with severe mental impairments have been based primarily on task analysis and reinforcement principles. The application of these principles has led to significant improvements in teaching strategies in recent years. The use of task analysis has provided sequences of skills to be taught and has led to a reduction in "hit or miss" instruction. Reinforcement procedures have helped students increase their learning rate and retain what they have learned. However, the implementation of these principles without considering the importance of "relavance" is potentially harmful.

Teaching a child to tie his shoe by scheduling the "shoe tying program" four times/day (complete with a task analysis and reinforcement) may result not only in a child who can tie and untie his shoes, but one who proceeds to do so at any time of the day he feels like it. He may, as one child acutally did, stop repeatedly to tie his shoe while walking through the grocery store. This child, unfortunately, had not learned the relationship of "shoe tying" in the context of an entire activity, e.g. taking off one's shoes when it is time to go swimming.

Therefore, it should be stressed here that students learn best within the relevant context of the ongoing activities. The teacher, however, can facilitate learning by increasing the number of opportunities "to tie and untie shoes" in appropriate situations.

The second section of the curriculum, including independent/functional living, prevocational training and leisure/recreation, is based entirely on the concept of relevance. Making one's bed is taught within the section on following a daily routine, just as counting skills are developed as part of following a recipe.

Clearly, students learn best within the context of meaningful activities. Teachers can facilitate learning by increasing the number of appropriate learning situations in which important skills are presented.

Partial Participation - Many of the sections in the curriculum have been written based on a task analysis of the skill to be learned resulting in an implied sequence for teachers to follow when selecting objectives. Some sections contain references to other sections where "related" or "prerequisite" skills may be found, again implying that these skills should be taught before or in conjunction with the skills in the particular section. The intent of sequencing skills in terms of difficulty and cross referencing is to facilitate the teaching process and to help teachers coordinate the individual skills listed in the curriculum into integrated, relevant classroom programming. For many students, instruction will follow the sequence outlined.

However, the use of the term "prerequisite" should not be interpreted to mean that the student must have acquired those skills before beginning the section being referenced. Nor should any particular sequence of skills be thought of as unalterable. For example, in the sequence related to grocery shopping, the student may begin at skill 6 ("operates cart at reasonable rate down the aisle").

For many students, the ultimate goal will be to learn all the skills listed in a given sequence e.g. grocery shopping. However, it is possible that the long range goal might be partial participation in a given activity. Even if a student never learns any of the other skills related to grocery shopping, it is acceptable (and desirable) that he/she has learned to push the cart down the aisles and can continue to participate in grocery shopping excursions in school and at home.

Understanding the concept of partial participation is essential to understanding the teaching process for SMI/SXI students and to the evaluation of SMI/SXI programs. In most public school curricula, the success of the curricula/materials is determined almost entirely on the basis of how many of the students successfully completed the curricula.

For example, the evaluation of a new "Driver Education" course might consist of counting how many of the students completing the course, pass the driving exam and receive their license. However, this same evaluation procedure can not be used when evaluating SMI/SXI programming. For example, a special program might be developed to teach students to "pack a sack lunch" but the success of the "special program" can not be measured by simply counting the number of students who actually learn

to pack their lunch totally independently. Some, of course, will learn to pack their own lunch; others may learn to make a sandwich and wrap it, given the ingredients; and others will learn to put the items into the sack, but will not be able to actually prepare any of the lunch. All of these accomplishments are successful. The skills these students have learned will enable them to participate at least partially in the task of packing a sack lunch, a skill many of the students will need as they leave their homes for work in the years to come.

- RECORD KEEPING SYSTEM -

Annual Goals and Short-Term Instructional Objectives - The annual goals (AGs) and the short-term instructional objectives (IOs) developed for this curriculum have been printed on three separate pages of NCR paper for use at IEPC meetings. The Cognitive, Social and Communication sections are on one page; the Self-care, Fine Motor and Gross Motor sections are on another; and Independent/functional Living, Prevocational Training and Leisure/Recreation sections are on a third page. The first two pages contain skills appropriate for younger students, while the third page contains the AGs and IOs which should be selected for many students beginning at about 12 years of age. Therefore, although there are three pages which potentially could be used in an IEP, usually only one or two will be necessary. There is room on each page for additional AGs and IOs to be written at the IEPC meeting. (Copies of these pages are included at the end of the Introduction).

Although special education staff may wish to make a tentative selection of goals and objectives in advance of an IEPC meeting, the Michigan Special Education Rules require that parents be given the chance to be part of the final selection process. Thus, the actual choice of goals and objectives should be made at the IEPC meeting after seeking parent input. Space has been left on the form for any additional goals or instructional objectives which the committee would like to add. Moreover, if parents initial the box at the bottom of the page, additional instructional objectives may be added later.

Annual goals are selected by putting an X in the circle next to the goal on the NCR form. Short-term instructional objectives are then selected by putting an X on the line next to the IO. Each IO is required by law to have a criterion for mastery. The criterion for each IO has been set at "100% of selected performance objectives". Because the skills specified in this curriculum are so small that standardized tests are unable to measure progress, the most appropriate way of measuring progress is to look at the number of skills (POs) achieved. The criterion of 100% was chosen based on the assumption that most teachers choose a few performance objectives at a time for each of their students. Then, when the student has mastered the first few, a few more are selected. Using this approach, one would assume that all or virtually all of the performance objectives selected would be achieved by the time of the next IEPC meeting. Any that are not mastered by that time can, of course, be selected again as the first POs to be addressed under the new IEP.

In some cases, the teacher may wish to specify the number of POs that they hope the student will accomplish during the year as the criterion for an instructional objective. (See sample forms for examples of this alternative.) While the criterion for most IOs may be 100% of selected performance objectives, it sould be noted that every performance objective has its own criterion, such as "4/5" (meaning 4 out of 5 times) or "3 times". Mastery of a particular performance objective does not necessarily require an accuracy level of 100%.

The short-term instructional objectives in the curriculum have been developed either as developmental sequences based on increasing difficulty (task analysis) or as concurrent subsets in which order is not necessarily important. When IOs are developmental steps, they should be selected and worked on in sequence. For example, in the Fine Motor Section, "AG-I - Develops grasping and object manipulation skills," has three IOs which should be taught in the order presented ("IO-A Learns ... pre-grasp skills", "IO-B Learns ... finger control and grasping skills," and then "IO-C Learns ... object manipulation skills").

When the IOs are concurrent subsets of an annual goal and have no inherent order, they may be addressed one at a time or several at a time, and in any order that makes sense. In the Leisure/Recreation section, for example, under "AG-I Learns Leisure Time Skills" are several IOs that may be worked on at the same time, e.g. "IO-D Plays in sand", "IO-E Responds to music," or "IO-F Uses crayons/markers/etc".

These two formats are easily recognizable as one peruses the lists of AGs and IOs. When doing so one will also note that the vocabulary needed for mastering a particular goal is often presented in the final IO of that goal. These IOs, of course, should be selected whenever working on one of the other IOs within a goal. (In the few goals in which no "vocabulary IO" is listed separately, the vocabulary needed can be found within each IO).

Performance Objectives - Michigan Special Education Rules require that performance objectives be selected for every student receiving special education. The sequences of performance objectives in this curriculum have been printed on record keeping forms which can be used with individual students and kept on file by the teacher. The Michigan Rules require that performance objectives be selected as teachers begin working with their students. The Rules also require that progress be reviewed annually by the IEPC. The student's level of achievement related to specific skills can be easily documented on these forms and shared with parents and the student's next teacher(s).

It has been the experience of the teachers in Washtenaw County that when skills are presented as part of a continuum, rather than as part of a hand-written or computer-generated list of isolated behaviors, educational programming is facilitated. Although a considerable amount of paper may be needed to keep track of a student's progress over time, teachers have found that using this system often decreases the amount of time-consuming "paperwork".

Teachers using these objectives must be sure to tailor them to the particular needs of their students. Modifying the conditions under which a behavior is to be learned, or changing the description of the behavior itself, should be done whenever appropriate. It may also be necessary to modify the criterion that is given. The sample forms included here illustrate how these record-keeping forms may be used, including possible modifications.

Assistance Levels - Record-keeping related to the performance objectives can be quite detailed. In addition to selecting the PO, the teacher can select the level of assistance which he/she expects the student to need while performing the skill. These assistance levels (prompts) may change at subsequent reviews even though the student may still be working on the same skill. The reduction in the amount of assistance needed to perform a particular skill may reflect significant progress for a given student. The fine motor and gross motor section include additional assistance levels and other modification alternatives for making the objectives as specific as possible for each student. Examples of record keeping related to performance objectives can be found on the following sample forms.

Many of the performance objectives have been broken down further into steps. It is possible to record selection and assistance levels for these "steps" in the same manner as the POs. Occasionally, the steps leading to the achievement of a PO might be chosen in reverse order, allowing for a backward-chaining teaching sequence. Overall, there are many "options" available to teachers related to the modification of the performance objectives, including changing the order of the sequence, modifying the task, selecting assistance levels, and changing the criterion. Teachers are encouraged to modify the POs to meet the individual needs of each student.

- CONTENT AREAS -

Cognitive - The first goal in the cognitive section, "Acquires Learning Skills" is one of the most important in the whole curriculum. "Learning skills" refer to all of the behaviors that the student must acquire to respond appropriately in teaching/learning situations, such as: responding to possitive reinforcement, matching objects/pictures, visually attending to presented stimuli, making choices among stimuli based on teacher requests and following simple instructions. In many curricula these skills are repeated over and over as they relate to each concept to be learned. For example, in many math sequences skills related to matching real objects or matching graphics are listed somewhere in the sequence before matching the number of objects in given sets. Similarly, many reading sequences contain skills related to matching real objects or matching graphics before matching letters of the alphabet. However, this type of format leads to considerable redundancy which is confusing and unnecessary. Being able to make the discriminations necessary to match real objects and line drawings or graphics are prerequisite skills to many other skills in the curriculum. Other learning skills, such as "making choices" in a manner which can be interpreted easily and consistently, also must be etablished in order for the student to paricipate effectively in more advanced areas of the curriculum. This "learning skills" section of the curriculum has been established in order to emphasize the importance of these skills while at the same time reducing unnecessary redundancy in the curriculum. The other goal areas in the cognitive section include the more traditional areas of cognitive skills, such as object permanance, cause and effect relationships, looking at/reading books and counting.

Social - The underlying principle of the social skills section relates to the development of appropriate behaviors, rather than to the reduction of inappropriate behaviors. In general, inappropriate/maladaptive behaviors are selected as priorities only when they interfere with learning, are potentially harmful/dangerous to the student or to others, or when the behaviors are so inappropriate that they interfere with integration into the community. Many of these inappropriate/maladaptive behaviors are listed under "AG III, IO-B, Learns Self-control".

The other areas covered in this section include expressing feelings appropriately; interacting with peers and adults; and the acquisition of classroom work habits, such as attending to and completing tasks. Many of the skills can be worked on within the context of other programs. Improving attending behavior, for example, can be worked on during a communication program or a matching activity.

It is impossible to isolate social skills into one set of performance objectives. In fact, most of the other sections in the curriculum contain skills directly related to improving social behavior. For example, improvement in personal hygiene, the ability to use a variety of social phrases, and the acquisition of play skills on the playground can all be thought of as contributing to improved social behavior. In this curriculum these skills are found under Self-Care, Communication, and Gross Motor, respectively. In addition, the independent/functional living section has several areas related to social skills, specifically written for the older student. "AG VII: Improves Interpersonal Skills", has instructional objectives related to family interactions, friendships and sexuality.

Communication - The skills listed in this section of the curriculum are based on the most recent literature on normal language acquisition. Included here are functional language skills such as taking turns in a conversation; language structure skills, such as conjoining two words in a sentence; listening/discrimination skills; speech production skills; and non-vocal communication skills, such as sign language or using communication devices. Omitted from this section is most of the vocabulary. Individual words are listed in the various sections of the curriculum where they most appropriately belong. In some cases, the same word appears in more than one section of the curriculum. This organization was chosen in order to emphasize the relationship of vocabulary to the various concepts and skills being learned by the student, as well as to emphasize the integral role of communication in the rest of the classroom program.

Many of the communication skills contain a vehicle for recording the mastery of both comprehension and expression. Double boxes contain a "c" for comprehension and an "e" for expression: [c] [e]. The teacher indicates that the skill is being worked on by slashing the box ([/]), and mastery is recorded by crossing off the box ([X]).

Self-Care - The self-care section contains relatively traditional sequences of skills related to eating, toileting, dressing, and personal grooming/hygiene skills designed mostly for younger students. Many of these skills are broken into small steps in order to facilitate learning. More advanced skills related to self-care are found in the independent/functional living section. In addition, some of the basic self-care skills are listed again (without all of the steps) in the advanced section. The purpose of including them again is to focus on mastery of those skills within the larger context of daily living routines.

Fine Motor/Gross Motor - The fine motor section contains peformance objectives designed to develop basic object manipulation skills and bilateral hand coordination. The gross motor section focuses on the major tasks of sitting standing, walking, and running. Both fine and gross motor skills are inherent in the mastery of most other skills in the curriculum. In fact, it may often be preferable to work on the improvement of a particular skill while teaching some other task, e.g. working on bilateral hand coordination while teaching the student to wrap a sandwich.

These sections have a unique record-keeping system. In addition to recording the prompting level required for the student to perform the task, the teacher can indicate the kind of physical support needed, the distance to be traveled, the time limit for the task or the hand to be used.

Independent/Functional Living - The skills addressed in this section are those that relate directly to achieving as much independence as possible in the home and community, e.g. packing a sack lunch, following a daily schedule, and shopping. The skills included here have been selected based on their benefit to the student immediately and in the future. They are not based on a developmental continuum as earlier sections of this curriculum have been, but rather on a hierarchy of increasingly complex behaviors that are functional in nature. Staff should select skills to be acquired by each student on the basis of what will be valuable for that person in his/her natural environment, e.g. as a member of a group home.

One of the essential concepts underlying this section is the concept of partial participation which was discussed earlier in this Introduction. Basically, this concept implies that a student does not have to be totally independent to participate in a given activity. Even the student who has not acquired the skills necessary to manage money can participate in a shopping experience.

Prevocational Training Skills - The intent of this section of the curriculum is to prepare students to perform in a work environment. Emphasis is on the development of "meaningful" work skills in real work situations (i.e. learning to use the copy machine to duplicate papers that are <u>really</u> needed.) The integration of these skills into a total vocational training program will be accomplished through the development of individualized vocational training programs when appropriate. It is hoped that students will be given exposure to many of these provocational tasks, even though they may become proficient at only a few. Since many of the tasks in this section require the use of fine motor skills, the selection of performance objectives in this section can provide the opportunity for further improvement of fine motor skills in meaningful activities.

Leisure/Recreation - Most of the activities in the leisure/recreation section are designed for the older SMI/SXI student e.g. attending sporting events, having a hobby, playing baseball and dancing. Several skills related to play activities found in the social and gross motor sections are appropriate to the younger student. Although staff may want to select some of the leisure/recreation objectives for their younger students also, the acquisition of appropriate leisure/recreation skills becomes essential for young adults as they prepare for integration into community life. The national trend toward improved physical well-being through exercise and the increased participation in leisure time activities, such as camping, golf and softball, should not be limited to persons without handicaps. The development of appropriate leisure/recreational activities for students with handicaps is probably one of the most overlooked areas of most SMI/SXI curricula.

SAMPLE OF ANNUAL GOALS AND INSTRUCTIONAL OBJECTIVES FOR YOUNG STUDENT

Name Steven M. Ivory Date Sept. 23, 1983

HIGH POINT CURRICULUM: SEVERELY MENTALLY IMPAIRED/SEVERELY MULTIPLY IMPAIRED
ANNUAL GOALS AND SHORT-TERM INSTRUCTIONAL OBJECTIVES

(selected at IEPC meeting, attached to IEP, and used with performance objectives from SMI/SXI Curriculum.)

The criterion for each short-term instructional objective (IO) will be 100% of the performance objectives selected unless otherwise specified.

COGNITIVE

☒ ANNUAL GOAL I: ACQUIRES LEARNING SKILLS
- ___ IO-A Responds to stimuli (e.g. odors, sounds)
- ___ IO-B Responds to positive reinforcement
- ___ IO-C Attends to instructor/task
- ___ IO-D Imitates vocalizations/actions
- ___ IO-E Matches objects/pictures
- X IO-F Makes choices/identifies
- ___ IO-G Follows directions
- ___ IO-H Improves short-term memory
- ___ IO-I Improves long-term memory

☒ ANNUAL GOAL II: DEVELOPS BASIC COGNITIVE ABILITIES
- ___ IO-A Acquires object permanence/searches for objects
- ___ IO-B Interacts with objects/represents objects and actions
- X IO-C Understands cause and effect relationships Crit: at least 3 skills
- ___ IO-D Learns problem-solving skills

○ ANNUAL GOAL III: PROCESSES INFORMATION RELATING TO ATTRIBUTES (e.g. color, size, shape)
- ___ IO-A Matches/identifies/names colors
- ___ IO-B Matches/identifies/names shapes
- ___ IO-C Matches/identifies/names sizes
- ___ IO-D Matches/identifies/names textures
- ___ IO-E Names/demonstrates function of objects
- ___ IO-F Sorts items by attributes
- ___ IO-G Describes/compares objects

☒ ANNUAL GOAL IV: LEARNS SELECTED READING SKILLS
- X IO-A Looks at books
- ___ IO-B Attends to/retells stories/events
- ___ IO-C Learns survival words/symbols
- ___ IO-D Reads words/phrases related to following written directions
- ___ IO-E Reads words/phrases related to personal messages
- ___ IO-F Learns sight word vocabulary necessary for reading individually developed/selected books
- ___ IO-G Learns alphabet and beginning word attack skills
- ___ IO-H Learns vocabulary related to reading

○ ANNUAL GOAL V: LEARNS SELECTED WRITING SKILLS
- ___ IO-A Acquires pre-writing skills
- ___ IO-B Writes name/letters/numerals
- ___ IO-C Writes words and phrases
- ___ IO-D Learns vocabulary related to writing skills

○ ANNUAL GOAL VI: LEARNS SELECTED MATH SKILLS
- ___ IO-A Learns quantitative concepts (e.g. more/less)
- ___ IO-B Matches/identifies sets
- ___ IO-C Counts/constructs sets
- ___ IO-D Learns numerals
- ___ IO-E Learns vocabulary related to math skills

SOCIAL

☒ ANNUAL GOAL I: DEVELOPS POSITIVE SELF-CONCEPT
- ___ IO-A Increases self-awareness
- X IO-B Behaves appropriately when expressing feelings
- ___ IO-C Participates in class activities
- ___ IO-D Learns vocabulary related to self-concept

○ ANNUAL GOAL II: IMPROVES INTERPERSONAL RELATIONSHIPS
- ___ IO-A Improves interaction with adults
- ___ IO-B Improves interaction with peers
- ___ IO-C Learns vocabulary related to interpersonal relationships

☒ ANNUAL GOAL III: IMPROVES CLASSROOM BEHAVIOR AND LEARNS SELF-CONTROL
- X IO-A Improves classroom behavior (e.g. attends to and completes tasks)
- ___ IO-B Learns self-control
- ___ IO-C Responds to positive reinforcement (and generalizes skills learned)
- ___ IO-D Learns vocabulary related to classroom behavior and self-control

COMMUNICATION

☒ ANNUAL GOAL I: ACQUIRES FUNCTIONAL/PRAGMATIC LANGUAGE SKILLS
- ___ IO-A Develops early communication/interaction skills
- X IO-B Uses single-word utterances to express a variety of information
- ___ IO-C Uses language to express feelings, needs and to share information
- ___ IO-D Learns conversation skills (e.g. learns to take turns)
- ___ IO-E Uses social phrases

○ ANNUAL GOAL II: DEVELOPS EARLY SPEECH PRODUCTION SKILLS
- ___ IO-A Learns phonetic/phonological aspects of speech production (speech sounds)
- ___ IO-B Controls intensity of vocalizations (e.g. doesn't speak too loud or too soft)
- ___ IO-C Controls pitch, intonation and rate of vocalizations

○ ANNUAL GOAL III: ACQUIRES SKILLS RELATED TO IMPROVING ARTICULATION
- ___ IO-A Improves oral-motor skills
- ___ IO-B Improves respiratory control
- ___ IO-C Imitates vocalization and motor movements
- ___ IO-D Improves phoneme production (improves pronunciation of speech sounds)

○ ANNUAL GOAL IV: IMPROVES AUDITORY PERCEPTION AND DISCRIMINATION
- ___ IO-A Improves auditory attention and awareness
- ___ IO-B Improves auditory discrimination

○ ANNUAL GOAL V: LEARNS LANGUAGE STRUCTURE
- ___ IO-A Learns basic declarative sentence patterns
- ___ IO-B Learns noun and verb phrases
- ___ IO-C Conjoins words, phrases, sentences
- ___ IO-D Learns negative sentence patterns
- ___ IO-E Learns interrogative sentence patterns (i.e. questions)
- ___ IO-F Learns imperative sentence patterns
- ___ IO-G Learns noun and adjective inflections (e.g. boy<u>s</u>)
- ___ IO-H Learns verb inflections and tense (e.g. look<u>ed</u>)
- ___ IO-I Learns to use infinitives (e.g. I want <u>to</u> go to the store)

☒ ANNUAL GOAL VI: LEARNS NON-VOCAL COMMUNICATION SKILLS
- X IO-A Learns sign language
- ___ IO-B Learns to use communication boards involving pointing to pictures/rebus representations/Bliss symbols/words
- ___ IO-C Learns to use electronic devices for communication

ADDITIONAL ANNUAL GOAL(S) AND SHORT-TERM INSTRUCTIONAL OBJECTIVES

EVALUATION PROCEDURES AND SCHEDULE:

The methods and criteria described in the SMI/SXI Curriculum will be used to evaluate student progress on a continous basis.

Other evaluation procedure(s) and schedule(s), if any:

_____

Additional short-term instructional objectives may be added in sequence to meet the annual goals, if parent initials here: M. M.D.

BEST COPY AVAILABLE

SAMPLE OF ANNUAL GOALS AND INSTRUCTIONAL OBJECTIVES FOR YOUNG STUDENT

Name Steven M Ivey Date Sept. 23, 1983

HIGH POINT CURRICULUM: SEVERELY MENTALLY IMPAIRED/SEVERELY MULTIPLY IMPAIRED
ANNUAL GOALS AND SHORT-TERM INSTRUCTIONAL OBJECTIVES

(selected at IEPC meeting, attached to IEP, and used with performance objectives from SMI/SXI Curriculum.)

The criterion for each short-term instructional objective (IO) will be 100% of the performance objectives selected unless otherwise specified.

SELF-CARE

○ ANNUAL GOAL I: LEARNS EATING SKILLS
- ___ IO-A Drinks from a bottle
- ___ IO-B Drinks from a cup/straw
- ___ IO-C Eats food from a spoon/fork
- ___ IO-D Feeds self finger foods
- ___ IO-E Feeds self using utensils
- ___ IO-F Gets own drink
- ___ IO-G Learns vocabulary related to eating

○ ANNUAL GOAL II: LEARNS TOILETING SKILLS
- ___ IO-A Demonstrates readiness for/begins process of toilet training
- ___ IO-B Follows appropriate toileting procedures
- ___ IO-C Learns vocabulary related to toileting

☒ ANNUAL GOAL III: LEARNS DRESSING SKILLS
- ___ IO-A Removes outside clothing
- ___ IO-B Removes inside clothing
- X IO-C Puts on outside clothing
- ___ IO-D Puts on inside clothing
- ___ IO-E Opens clothes fasteners
- ___ IO-F Closes clothes fasteners
- ___ IO-G Learns vocabulary related to dressing

○ ANNUAL GOAL IV: LEARNS PERSONAL GROOMING/HYGIENE SKILLS
- ___ IO-A Washes hands
- ___ IO-B Combs/brushes hair
- ___ IO-C Washes face
- ___ IO-D Blows nose
- ___ IO-E Brushes teeth
- ___ IO-F Takes shower/bath
- ___ IO-G Shampoos hair
- ___ IO-H Applies deodorant
- ___ IO-I Uses sanitary pads
- ___ IO-J Shaves face with electric razor
- ___ IO-K Shaves underarms with electric razor
- ___ IO-L Learns vocabulary related to personal grooming

FINE MOTOR

☒ ANNUAL GOAL I: DEVELOPS GRASPING AND OBJECT MANIPULATION SKILLS
- ___ IO-A Learns/improves/maintains pre-grasp skills
- ___ IO-B Learns/improves/maintains finger control and grasping skills
- X IO-C Learns/improves/maintains object manipulation skills (retrieves/releases objects, scoops/pours, places pegs/rings)

☒ ANNUAL GOAL II: IMPROVES BILATERAL HAND COORDINATION
- X IO-A Learns/improves/maintains ability to perform manipulative tasks requiring two hands (clay, paper, beads, etc.)
- X IO-B Learns/improves/maintains ability to use tools to perform tasks (scissors/paint brush/hammer/drum/etc.)

○ ANNUAL GOAL III: IMPROVES PERCEPTUAL MOTOR COORDINATION
- ___ IO-A Learns/improves/maintains visual/tactile skills related to puzzles and patterns
- ___ IO-B Learns/improves/maintains perceptual motor skills involving spatial relations and seriation (e.g. block building/drawing)

☒ ANNUAL GOAL IV: LEARNS VOCABULARY RELATED TO FINE MOTOR SKILLS
- ___ IO-A Learns nouns related to fine motor activities
- ___ IO-B Learns verbs related to hand movement
- X IO-C Learns modifiers, pronouns and prepositions related to fine motor skills

GROSS MOTOR

○ ANNUAL GOAL I: LEARNS TO MOVE/CONTROL HEAD, ARMS, TRUNK, LEGS
- ___ IO-A Learns/improves/maintains movement and control of head, arms, trunk, legs in supine position (on back)
- ___ IO-B Learns/improves/maintains movement/control of head, arms, trunk, legs in prone position (on stomach)
- ___ IO-C Learns/improves/maintains skills related to creeping (on hands and knees)

○ ANNUAL GOAL II: IMPROVES SKILLS RELATED TO SITTING
- ___ IO-A Learns/improves/maintains ability to sit when placed in this position
- ___ IO-B Learns/improves/maintains skills related to protective extension and regaining balance
- ___ IO-C Learns/improves/maintains skills related to shifting to/from sitting position
- ___ IO-D Learns/improves/maintains skills related to sitting on a chair

○ ANNUAL GOAL III: IMPROVES SKILLS RELATED TO STANDING
- ___ IO-A Learns/improves/maintains skills related to supporting own weight while standing
- ___ IO-B Learns/improves/maintains skills related to shifting to/from standing position and to maintaining balance

○ ANNUAL GOAL IV: IMPROVES SKILLS RELATED TO WALKING
- ___ IO-A Learns/improves/maintains basic walking skills
- ___ IO-B Learns/improves/maintains ability to walk on a variety of surfaces/around obstacles
- ___ IO-C Learns/improves/maintains advanced walking skills (e.g. steps over object in way)

○ ANNUAL GOAL V: LEARNS CLIMBING SKILLS
- ___ IO-A Learns/improves/maintains skills related to climbing stairs/ladder
- ___ IO-B Learns/improves/maintains skills related to climbing on, over, into objects (e.g. sofa, car)

○ ANNUAL GOAL VI: LEARNS TO RUN/JUMP/HOP
- ___ IO-A Learns/improves/maintains skills related to running
- ___ IO-B Learns/improves/maintains skills related to jumping or hopping

☒ ANNUAL GOAL VII: LEARNS BODY MANAGEMENT/POSITIONING SKILLS
- ___ IO-A Learns/improves/maintains skills related to basic body movement and motor planning (e.g. moves body in direction desired)
- X IO-B Learns/improves/maintains skills related to coordination of body movements (e.g. carries/pushes/pulls objects while walking)

○ ANNUAL GOAL VIII: LEARNS PLAY/PLAYGROUND SKILLS
- ___ IO-A Learns/improves/maintains ball skills
- ___ IO-B Learns/improves/maintains skills related to using wheel toys
- ___ IO-C Learns/improves/maintains skills related to using playground equipment
- ___ IO-D Learns/improves/maintains skills related to participating in action games

○ ANNUAL GOAL IX: LEARNS VOCABULARY RELATED TO GROSS MOTOR SKILLS
- ___ IO-A Learns nouns and verbs related to gross motor skills
- ___ IO-B Learns modifiers and prepositions related to gross motor skills

ADDITIONAL ANNUAL GOAL(S) AND SHORT-TERM INSTRUCTIONAL OBJECTIVES

EVALUATION PROCEDURE AND SCHEDULE:
The methods and criteria described in the SMI/SXI Curriculum will be used to evaluate student progress on a continuous basis.
Other evaluation procedure(s) and schedule(s), if any:

Additional short-term instructional objectives may be added in sequence to meet the annual goals, if parent initials here: D.M.I

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SAMPLE PERFORMANCE OBJECTIVES FOR STEVEN M. IVORY

ANNUAL GOAL I: ACQUIRES LEARNING SKILLS

INSTR. OBJ. F: Makes choices/identifies

(Criterion: 100% of selected P.O.'s)

Cognitive
I: LEARNING SKILLS
F: Makes choices/identifies

NAME Steven M. Ivory

Date selected	Assistance level selected	Assistance level achieved	Date selected	Assistance level selected	Assistance level achieved	Date selected	Assistance level selected	Assistance level achieved	Date selected	Assistance level selected	Assistance level achieved		
												1.	Chooses preferred object (e.g. toy) by quieting, smiling, or looking at object, etc., when given a choice of 2 objects (8/10 times each) ☐ 1 preferred and 1 non-preferred ☐ 2 potentially preferred
												2.	Chooses preferred object (e.g. toy) by quieting, smiling, or looking at object, etc. when given a choice of 4 potentially preferred items (8/10 times)
9/82	5	5	1/83	6								3.	Chooses preferred activity (e.g. getting out of chair, getting a drink, or reading a book) by quieting, smiling, looking at object, etc. when given a choice of 2 or 3 activities (8/10 times)
1/83	76	76-6/83										4.	Chooses preferred object/activity by pointing, touching, or picking up object or representation of activity (e.g. book represents reading) when given a choice of 2 (8/10 times each) ☐ 1 preferred and 1 non-preferred ☒ 2 potentially preferred
												5.	Chooses preferred object/activity by pointing, touching or picking up object or representation of activity when given a choice of 4 preferred (8/10 times)
												6.	Chooses preferred object/activity by making a vocal response when given a choice of 2 objects (8/10 times each) ☐ 1 preferred and 1 non-preferred ☐ 2 potentially preferred
												7.	Chooses preferred object/activity by making a vocal response when given a choice of 4 preferred (8/10 times)
9/83	76	4	11/83	76								8.	Identifies an object from a choice of two when asked to "Find the ____" (using the student's response mode) (~~10/10~~ times-objects to be identified should be both non-preferred and preferred) 28/30 Objects used: banana, car, crayon, truck

Achievement of a performance objective at the selected assistance level requires mastery of the skill at the stated criterion, including each of the steps in the sequence given, unless otherwise indicated. The number of consecutive trials required for mastery of each step is given in parentheses. Objectives will be evaluated at least annually.

Specify adaptations used:

ASSISTANCE LEVELS

1. By passively cooperating
2. With physical assistance
3. With physical prompts
4. With imitation
5. With verbal and/or gestural prompts
6. With repeated requests, but no prompts
7a. Independently, using adaptive device
7b. Independently, without adaptive device

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SAMPLE PERFORMANCE OBJECTIVES FOR STEVEN M. IVORY

ANNUAL GOAL VII: LEARNS BODY MANAGEMENT/POSITIONING SKILLS

INSTR. OBJ. B: Learns/improves/maintains skills related to coordination of body movement

NAME Steven M. Ivory

(Criterion: 100% of selected performance objectives)

Gross Motor
VII: BODY MANAGEMENT/ POSITIONING
B: Coordination of movement

WHERE SUPPORT IS GIVEN

1. Head
2. Shoulder(s)
3. Elbow(s)
4. Wrist(s)
5. Pelvis
6. Knee(s)
7. Feet

ASSISTANCE LEVELS

1. By passively cooperating
2. With maximal physical assistance
3. With moderate physical assistance
4. With minimal physical assistance
5. With physical prompts
6. With imitation
7. With verbal and/or gestural prompts
8. With repeated requests, but no prompts

9a. Independently, using adaptive device
9b. Independently, without adaptive device

MOVEMENT CHARACTERISTICS

1. Without hesitation
2. Without under- or overestimating
3. Without jerky movements
4. Without compensatory mechanism (describe)
5. With symmetric movements
6. In both directions
7. Without extraneous/stereotypic movements (describe)
8. Without too much/too little pressure
9. Without avoidance
10. Skill performed with isolated movements, flexible posture, spontaneously

* Achievement date and/or number of successful trials to date (use to record progress or document mastery)

PERFORMANCE OBJECTIVES	DATE	SUPPORT	ASSISTANCE	MOVE. CHAR.	TIME AND/OR DISTANCE	CRITERION	*ACHIEVE. DATE	COMMENTS RELATED TO OTHER MODIFICATIONS SUCH AS POSITION, MOVEMENT
1. Moves body rhythmically to music (e.g. claps hands, marches).	9/82	—	6	3	2 min.	10/10	1/83	
	1/83	—	9b	5	2 min.	10/10	6/83	
2. Picks up, carries and puts down heavy objects	9/83	-	4	—	10 Ft.	10/10		heavy objects defined as books, large toys etc.
3. Picks up, carries and puts down breakable objects								
4. Pushes objects								
5. Pulls objects								
6. Combines 2 or more body movements (e.g. claps hands while marching)								

2ff

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SAMPLE OF ANNUAL GOALS AND INSTRUCTIONAL OBJECTIVES FOR OLDER STUDENT

Name Robin Smith Date Oct. 12, 1983

HIGH POINT CURRICULUM: SEVERELY MENTALLY IMPAIRED/SEVERELY MULTIPLY IMPAIRED

ANNUAL GOALS AND SHORT-TERM INSTRUCTIONAL OBJECTIVES

(selected at IEPC meeting, attached to IEP, and used with performance objectives from SMI/SXI Curriculum.)

The criterion for each short-term instructional objective (IO) will be 100% of the performance selected unless otherwise specified.

INDEPENDENT/FUNCTIONAL LIVING

☒ ANNUAL GOAL I: LEARNS SKILLS RELATED TO MEAL PLANNING, PREPARATION, AND EATING

- ☒ IO-A Learns skills specific to eating in cafeteria
- ☒ IO-B Learns skills specific to preparing and eating "sack lunch"
- ☒ IO-C Plans meals and shops for groceries
- ___ IO-D Prepares family style meal
- ___ IO-E Sets table and eats
- ___ IO-F Cleans kitchen after eating
- ☒ IO-G Learns vocabulary related to meal planning, preparation, and eating

☒ ANNUAL GOAL II: LEARNS SKILLS RELATED TO WEARING, CARING FOR, AND SHOPPING FOR CLOTHES

- ☒ IO-A Learns advanced skills related to dressing
- ___ IO-B Shops for clothes
- ___ IO-C Cares for clothes (e.g. washing, repairing)
- ☒ IO-D Learns vocabulary related to clothing

○ ANNUAL GOAL III: USES COMMUNITY FACILITIES

- ___ IO-A Learns money skills necessary for using community facilities
- ___ IO-B Learns skills related to using a vending machine
- ___ IO-C Learns skills related to eating in a fast-food restaurant
- ___ IO-D Learns skills related to eating in a full service restaurant
- ___ IO-E Learns skills related to going to a barber/beauty shop
- ___ IO-F Learns skills related to using a laundromat
- ___ IO-G Learns vocabulary related to using community facilities

○ ANNUAL GOAL IV: IMPROVES MOBILITY IN THE COMMUNITY

- ___ IO-A Learns basic skills related to neighborhood mobility
- ___ IO-B Uses neighborhood mobility skills to go to and return from a specific destination
- ___ IO-C Uses transportation
- ___ IO-D Uses public telephone
- ___ IO-E Uses doors, elevators, restrooms, drinking fountains, etc., in public buildings
- ___ IO-F Learns vocabulary related to community mobility

☒ ANNUAL GOAL V: USES ADAPTIVE EQUIPMENT

- ___ IO-A Uses a wheelchair
- ___ IO-B Uses a walker
- ___ IO-C Uses crutches/cane
- ___ IO-D Wears brace/splint
- ___ IO-E Uses sighted-guide/trailing/protective techniques/cane
- ☒ IO-F Uses amplification devices
- ___ IO-G Uses other adaptive equipment (e.g. eye glasses, prosthetic hands, reachers, lapboard)

☒ ANNUAL GOAL VI: FOLLOWS ROUTINES

- ☒ IO-A Follows daily school schedule
- ___ IO-B Follows daily routine, including home maintenance tasks
- ___ IO-C Uses calendar to keep track of activities/performs non-daily maintenance routines
- ___ IO-D Follows seasonal/weather related routines
- ☒ IO-E Learns vocabulary relating to following routines/time/calendar

○ ANNUAL GOAL VII: IMPROVES INTERPERSONAL SKILLS

- ___ IO-A Learns skills related to family interaction
- ___ IO-B Learns skills related to maintaining friendships
- ___ IO-C Learns information related to sexuality
- ___ IO-D Learns vocabulary related to interpersonal skills

○ ANNUAL GOAL VIII: LEARNS SKILLS RELATED TO HEALTH AND SAFETY

- ___ IO-A Learns good health practices and takes medication responsibly
- ___ IO-B Follows indoor safety procedures
- ___ IO-C Follows outdoor safety procedures
- ___ IO-D Follows basic first aid procedures
- ___ IO-E Learns vocabulary related to health and safety

PREVOCATIONAL TRAINING SKILLS

○ ANNUAL GOAL I: LEARNS BASIC COGNITIVE SKILLS/INFORMATION RELATED TO PREVOCATIONAL TRAINING

- ___ IO-A Learns prevocational cognitive skills
- ___ IO-B Develops career awareness
- ___ IO-C Uses community agencies for assistance with vocational, housing, medical, and other needs

○ ANNUAL GOAL II: PERFORMS PREVOCATIONAL TASKS

- ___ IO-A Learns general prevocational motor skills
- ___ IO-B Learns assembly and packaging skills
- ___ IO-C Learns clerical skills (collating, counting, stamping, etc.)
- ___ IO-D Learns food service skills
- ___ IO-E Learns basic cleaning skills (custodial tasks, washing cars, and laundry)
- ___ IO-F Learns skills related to plant/lawn care
- ___ IO-G Uses tools to construct/repair simple items

○ ANNUAL GOAL III: LEARNS WORK HABITS/SAFETY SKILLS

- ___ IO-A Learns work habits
- ___ IO-B Learns on-the-job safety skills

LEISURE/RECREATION

☒ ANNUAL GOAL I: LEARNS LEISURE TIME SKILLS

- ___ IO-A Interacts with others in play/social activity
- ___ IO-B Plays with toys
- ___ IO-C Plays with ball/beanbag
- ___ IO-D Plays in sand
- ___ IO-E Responds to music
- ___ IO-F Uses crayon/markers/paints/glue
- ___ IO-G Uses puzzles/books
- ___ IO-H Plays in water/swimming pool
- ☒ IO-I Attends to visual and/or auditory entertainment
- ___ IO-J Has a hobby
- ___ IO-K Learns vocabulary related to leisure time skills

☒ ANNUAL GOAL II: LEARNS RECREATIONAL SKILLS

- ___ IO-A Learns dance skills
- ___ IO-B Learns basketball skills
- ___ IO-C Learns kickball skills
- ___ IO-D Learns bowling skills
- ___ IO-E Learns softball/T ball skills
- ___ IO-F Learns hiking/picnicking skills
- ☒ IO-G Participates in physical exercise
- ___ IO-H Learns vocabulary related to recreational skills

ADDITIONAL ANNUAL GOAL(S) AND SHORT-TERM INSTRUCTIONAL OBJECTIVES

EVALUATION PROCEDURE AND SCHEDULE:

The methods and criteria described in the SMI/SXI Curriculum will be used to evaluate progress on a continuous basis.

Other evaluation procedure(s) and schedule(s), if any:

_____

Additional short-term instructional objectives may be added in sequence to meet the annual goals, if parent initials here: B.R.

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SAMPLE OF PERFORMANCE OBJECTIVES SELECTED FOR ROBIN SMITH

ANNUAL GOAL VI: FOLLOWS ROUTINES

INSTR. OBJ. A: Follows daily school schedule (continued)

(Criterion: 100% of selected P.O.'s)

NAME Robin Smith

Independent/Functional Living
VI: FOLLOWS ROUTINES
A: Daily school schedule

Date selected	Assistance level selected	Assistance level achieved	Date selected	Assistance level selected	Assistance level achieved	Date selected	Assistance level selected	Assistance level achieved	Date selected	Assistance level selected	Assistance level achieved	
												d. identifies next pictured activity on own schedule board and goes to designated area (5 times)
9/83												OR 6. Follows daily schedule using picture/alarm method (5/5 days)
9/83	7b	7b										a. begins day by identifying the first pictured activity on own schedule board (picture of activity has time activity will end printed at the bottom) (5 times)
9/83	5	5	10/83	7b								b. sets alarm on hand-held calculator/clock for the time the first activity will end (5 times) ☒ presses alarm set button ☒ presses numerals on a calculator-clock by matching to time on activity card ☒ presses alarm set button
10/83	6											c. goes to designated area/begins first activity (5 times)
10/83	6											d. upon hearing alarm returns to schedule board and turns over picture representing first activity (5 times)
10/83	6											e. identifies next activity (5 times)
10/83	6											f. sets alarm for the time the next activity will end (5 times)
10/83	6											g. goes to designated area/begins next activity (5 times)

Achievement of a performance objective at the selected assistance level requires mastery of the skill at the stated criterion, including each of the steps in the sequence given, unless otherwise indicated. The number of consecutive trials required for mastery of each step is given in parentheses. Objectives will be evaluated at least annually.

Specify adaptations used:

Calculator/clock has been adapted to include flashing light for Robin who is hearing impaired.

ASSISTANCE LEVELS

1. By passively cooperating
2. With physical assistance
3. With physical prompts
4. With imitation
5. With verbal and/or gestural prompts
6. With repeated requests, but no prompts
7a. Independently, using adaptive device
7b. Independently, without adaptive device

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SAMPLE PERFORMANCE OBJECTIVES SELECTED FOR ROBIN SMITH

ANNUAL GOAL I: LEARNS SKILLS RELATED TO MEAL PLANNING AND PREPARATION

INSTR. OBJ. B: Learns skills specific to preparing and eating "sack lunch"

(Criterion: 100% of selected P.O.'s)

NAME Robin Smith

Independent/Functional Living
I: MEAL PLANNING, PREPARATION,EATI
B. Prepares/eats "sack lunch"

Date selected	Assistance level selected	Assistance level achieved	Date selected	Assistance level selected	Assistance level achieved	Date selected	Assistance level selected	Assistance level achieved	Date selected	Assistance level selected	Assistance level achieved	
9/83	5	76										1. Selects items to be packed from pictured "sack lunches" (3 times)
—	—	5	10/83									2. Prepares items, as necessary (3 times)
		5	10/83	76								a. washes fruit/vegetables (3 times)
		5	10/83	76								b. makes sandwich with [] sliced filling, [] spreadable filling (3 times)
		5	10/83	76								c. opens box/jar to obtain contents (3 times)
		76										3. Wraps items as necessary (3 times)
↓		76										a. puts food in sandwich bag (3 times)
↓	↓	76										b. puts food in foil/plastic wrap/plastic container (3 times)
												4. Puts beverage in thermos (3 times)
												a. unscrews lid of thermos (3 times)
												b. pours beverage in (3 times)
												c. screws lid on thermos (3 times)

Achievement of a performance objective at the selected assistance level requires mastery of the skill at the stated criterion, including each of the steps in the sequence given, unless otherwise indicated. The number of consecutive trials required for mastery of each step is given in parentheses. Objectives will be evaluated at least annually.

Specify adaptations used:

ASSISTANCE LEVELS

1. By passively cooperating
2. With physical assistance
3. With physical prompts
4. With imitation
5. With verbal and/or gestural prompts
6. With repeated requests, but no prompts

7a. Independently, using adaptive device
7b. Independently, without adaptive device

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SAMPLE PERFORMANCE OBJECTIVES SELECTED FOR ROBIN SMITH

ANNUAL GOAL I: LEARNS SKILLS RELATED TO MEAL PLANNING, PREPARATION, & EATING

INSTR. OBJ. G: Learns vocabulary related to meal plan./prep./eating

(Criterion: 100% of selected P.O.'s)

Independent/Functional Living
I: MEAL PLANNING, PREPARATION, & EATING
G: Vocabulary

NAME Robin Smith

Date selected	Assistance level selected	Assistance level achieved	Date selected	Assistance level selected	Assistance level achieved	Date selected	Assistance level selected	Assistance level achieved	Date selected	Assistance level selected	Assistance level achieved
9/8/		Achieved 1/83									
1/83		Comprehension - 6/83	9/83 - Expression								

Achievement of a performance objective at the selected assistance level requires mastery of the skill at the stated criterion, including each of the steps in the sequence given, unless otherwise indicated. The number of consecutive trials required for mastery of each step is given in parentheses. Objectives will be evaluated at least annually.

Specify adaptations used:

ASSISTANCE LEVELS

1. By passively cooperating
2. With physical assistance
3. With physical prompts
4. With imitation
5. With verbal and/or gestural prompts
6. With repeated requests, but no prompts
7a. Independently, using adaptive device
7b. Independently, without adaptive device

1. Comprehends/expresses nouns designating foods (3 times each)

Level I:

cookie	milk	juice	cracker
eggs	soup	banana	apple/applesauce
cereal	sandwich	meat	sandwich
ice cream	cake	candy	pop/coke

Level II:

cheese	dessert	carrots	toast
bread	orange	salad	salt
butter	water	food	potato
tomato	lettuce	jello	pie

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Name _____ Date _____

HIGH POINT CURRICULUM: SEVERELY MENTALLY IMPAIRED/SEVERELY MULTIPLY IMPAIRED
ANNUAL GOALS AND SHORT-TERM INSTRUCTIONAL OBJECTIVES

(selected at IEPC meeting, attached to IEP, and used with performance objectives from SMI/SXI Curriculum.)

The criterion for each short-term instructional objective (IO) will be 100% of the performance objectives selected unless otherwise specified.

COGNITIVE

○ ANNUAL GOAL I: ACQUIRES LEARNING SKILLS
- ___ IO-A Responds to stimuli (e.g. odors, sounds)
- ___ IO-B Responds to positive reinforcement
- ___ IO-C Attends to instructor/task
- ___ IO-D Imitates vocalizations/actions
- ___ IO-E Matches objects/pictures
- ___ IO-F Makes choices/identifies
- ___ IO-G Follows directions
- ___ IO-H Improves short-term memory
- ___ IO-I Improves long-term memory

○ ANNUAL GOAL II: DEVELOPS BASIC COGNITIVE ABILITIES
- ___ IO-A Acquires object permanence/searches for objects
- ___ IO-B Interacts with objects/represents objects and actions
- ___ IO-C Understands cause and effect relationships
- ___ IO-D Learns problem-solving skills

○ ANNUAL GOAL III: PROCESSES INFORMATION RELATING TO ATTRIBUTES (e.g. color, size, shape)
- ___ IO-A Matches/identifies/names colors
- ___ IO-B Matches/identifies/names shapes
- ___ IO-C Matches/identifies/names sizes
- ___ IO-D Matches/identifies/names textures
- ___ IO-E Names/demonstrates function of objects
- ___ IO-F Sorts items by attributes
- ___ IO-G Describes/compares objects

○ ANNUAL GOAL IV: LEARNS SELECTED READING SKILLS
- ___ IO-A Looks at books
- ___ IO-B Attends to/retells stories/events
- ___ IO-C Learns survival words/symbols
- ___ IO-D Reads words/phrases related to following written directions
- ___ IO-E Reads words/phrases related to personal messages
- ___ IO-F Learns sight word vocabulary necessary for reading individually developed/selected books
- ___ IO-G Learns alphabet and beginning word attack skills
- ___ IO-H Learns vocabulary related to reading

○ ANNUAL GOAL V: LEARNS SELECTED WRITING SKILLS
- ___ IO-A Acquires pre-writing skills
- ___ IO-B Writes name/letters/numerals
- ___ IO-C Writes words and phrases
- ___ IO-D Learns vocabulary related to writing skills

○ ANNUAL GOAL VI: LEARNS SELECTED MATH SKILLS
- ___ IO-A Learns quantitative concepts (e.g. more/less)
- ___ IO-B Matches/identifies sets
- ___ IO-C Counts/constructs sets
- ___ IO-D Learns numerals
- ___ IO-E Learns vocabulary related to math skills

SOCIAL

○ ANNUAL GOAL I: DEVELOPS POSITIVE SELF-CONCEPT
- ___ IO-A Increases self-awareness
- ___ IO-B Behaves appropriately when expressing feelings
- ___ IO-C Participates in class activities
- ___ IO-D Learns vocabulary related to self-concept

○ ANNUAL GOAL II: IMPROVES INTERPERSONAL RELATIONSHIPS
- ___ IO-A Improves interaction with adults
- ___ IO-B Improves interaction with peers
- ___ IO-C Learns vocabulary related to interpersonal relationships

○ ANNUAL GOAL III: IMPROVES CLASSROOM BEHAVIOR AND LEARNS SELF-CONTROL
- ___ IO-A Improves classroom behavior (e.g. attends to and complete tasks)
- ___ IO-B Learns self-control
- ___ IO-C Responds to positive reinforcement (and generalizes skills learned)
- ___ IO-D Learns vocabulary related to classroom behavior and self-control

COMMUNICATION

○ ANNUAL GOAL I: ACQUIRES FUNCTIONAL/PRAGMATIC LANGUAGE SKILLS
- ___ IO-A Develops early communication/interaction skills
- ___ IO-B Uses single-word utterances to express a variety of information
- ___ IO-C Uses language to express feelings, needs and to share information
- ___ IO-D Learns conversation skills (e.g. learns to take turns)
- ___ IO-E Uses social phrases

○ ANNUAL GOAL II: DEVELOPS EARLY SPEECH PRODUCTION SKILLS
- ___ IO-A Learns phonetic/phonological aspects of speech production (speech sounds)
- ___ IO-B Controls intensity of vocalizations (e.g. doesn't speak too loud or too soft)
- ___ IO-C Controls pitch, intonation and rate of vocalizations

○ ANNUAL GOAL III: ACQUIRES SKILLS RELATED TO IMPROVING ARTICULATION
- ___ IO-A Improves oral-motor skills
- ___ IO-B Improves respiratory control
- ___ IO-C Imitates vocalizations and motor movements
- ___ IO-D Improves phoneme production (improves pronunciation of speech sounds)

○ ANNUAL GOAL IV: IMPROVES AUDITORY PERCEPTION AND DISCRIMINATION
- ___ IO-A Improves auditory attention and awareness
- ___ IO-B Improves auditory discrimination

○ ANNUAL GOAL V: LEARNS LANGUAGE STRUCTURE
- ___ IO-A Learns basic declarative sentence patterns
- ___ IO-B Learns noun and verb phrases
- ___ IO-C Conjoins words, phrases, sentences
- ___ IO-D Learns negative sentence patterns
- ___ IO-E Learns interrogative sentence patterns (i.e. questions)
- ___ IO-F Learns imperative sentence patterns
- ___ IO-G Learns noun and adjective inflections (e.g. boy<u>s</u>)
- ___ IO-H Learns verb inflections and tense (e.g. look<u>ed</u>)
- ___ IO-I Learns to use infinitives (e.g. I want to <u>go</u> to the store)

○ ANNUAL GOAL VI: LEARNS NON-VOCAL COMMUNICATION SKILLS
- ___ IO-A Learns sign language
- ___ IO-B Learns to use communication boards involving pointing to pictures/rebus representations/Bliss symbols/words
- ___ IO-C Learns to use electronic devices for communication

ADDITIONAL ANNUAL GOAL(S) AND SHORT-TERM INSTRUCTIONAL OBJECTIVES

EVALUATION PROCEDURES AND SCHEDULE:

The methods and criteria described in the SMI/SXI Curriculum will be used to evaluate student progress on a continous basis.

Other evaluation procedure(s) and schedule(s), if any:

_____

Additional short-term instructional objectives may be added in sequence to meet the annual goals, if parent initials here: ☐

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Name _____ Date _____

HIGH POINT CURRICULUM: SEVERELY MENTALLY IMPAIRED/SEVERELY MULTIPLY IMPAIRED

ANNUAL GOALS AND SHORT-TERM INSTRUCTIONAL OBJECTIVES

(selected at IEPC meeting, attached to IEP, and used with performance objectives from SMI/SXI Curriculum.)

The criterion for each short-term instructional objective (IO) will be 100% of the performance objectives selected unless otherwise specified.

SELF-CARE

○ ANNUAL GOAL I: LEARNS EATING SKILLS
- ___ IO-A Drinks from a bottle
- ___ IO-B Drinks from a cup/straw
- ___ IO-C Eats food from a spoon/fork
- ___ IO-D Feeds self finger foods
- ___ IO-E Feeds self using utensils
- ___ IO-F Gets own drink
- ___ IO-G Learns vocabulary related to eating

○ ANNUAL GOAL II: LEARNS TOILETING SKILLS
- ___ IO-A Demonstrates readiness for/begins process of toilet training
- ___ IO-B Follows appropriate toileting procedures
- ___ IO-C Learns vocabulary related to toileting

○ ANNUAL GOAL III: LEARNS DRESSING SKILLS
- ___ IO-A Removes outside clothing
- ___ IO-B Removes inside clothing
- ___ IO-C Puts on outside clothing
- ___ IO-D Puts on inside clothing
- ___ IO-E Opens clothes fasteners
- ___ IO-F Closes clothes fasteners
- ___ IO-G Learns vocabulary related to dressing

○ ANNUAL GOAL IV: LEARNS PERSONAL GROOMING/HYGIENE SKILLS
- ___ IO-A Washes hands
- ___ IO-B Combs/brushes hair
- ___ IO-C Washes face
- ___ IO-D Blows nose
- ___ IO-E Brushes teeth
- ___ IO-F Takes shower/bath
- ___ IO-G Shampoos hair
- ___ IO-H Applies deodorant
- ___ IO-I Uses sanitary pads
- ___ IO-J Shaves face with electric razor
- ___ IO-K Shaves underarms with electric razor
- ___ IO-L Learns vocabulary related to personal grooming

FINE MOTOR

○ ANNUAL GOAL I: DEVELOPS GRASPING AND OBJECT MANIPULATION SKILLS
- ___ IO-A Learns/improves/maintains pre-grasp skills
- ___ IO-B Learns/improves/maintains finger control and grasping skills
- ___ IO-C Learns/improves/maintains object manipulation skills (retrieves/releases objects, scoops/pours, places pegs/rings)

○ ANNUAL GOAL II: IMPROVES BILATERAL HAND COORDINATION
- ___ IO-A Learns/improves/maintains ability to perform manipulative tasks requiring two hands (clay, paper, beads, etc.)
- ___ IO-B Learns/improves/maintains ability to use tools to perform tasks (scissors/paint brush/hammer/drum/etc.)

○ ANNUAL GOAL III: IMPROVES PERCEPTUAL MOTOR COORDINATION
- ___ IO-A Learns/improves/maintains visual/tactile skills related to puzzles and patterns
- ___ IO-B Learns/improves/maintains perceptual motor skills involving spatial relations and seriation (e.g. block building/drawing)

○ ANNUAL GOAL IV: LEARNS VOCABULARY RELATED TO FINE MOTOR SKILLS
- ___ IO-A Learns nouns related to fine motor activities
- ___ IO-B Learns verbs related to hand movement
- ___ IO-C Learns modifiers, pronouns and prepositions related to fine motor skills

GROSS MOTOR

○ ANNUAL GOAL I: LEARNS TO MOVE/CONTROL HEAD, ARMS, TRUNK, LEGS
- ___ IO-A Learns/improves/maintains movement and control of head, arms, trunk, legs in supine position (on back)
- ___ IO-B Learns/improves/maintains movement/control of head, arms, trunk, legs in prone position (on stomach)
- ___ IO-C Learns/improves/maintains skills related to creeping (on hands and knees)

○ ANNUAL GOAL II: IMPROVES SKILLS RELATED TO SITTING
- ___ IO-A Learns/improves/maintains ability to sit when placed in this position
- ___ IO-B Learns/improves/maintains skills related to protective extension and regaining balance
- ___ IO-C Learns/improves/maintains skills related to shifting to/from sitting position
- ___ IO-D Learns/improves/maintains skills related to sitting on a chair

○ ANNUAL GOAL III: IMPROVES SKILLS RELATED TO STANDING
- ___ IO-A Learns/improves/maintains skills related to supporting own weight while standing
- ___ IO-B Learns/improves/maintains skills related to shifting to/from standing position and to maintaining balance

○ ANNUAL GOAL IV: IMPROVES SKILLS RELATED TO WALKING
- ___ IO-A Learns/improves/maintains basic walking skills
- ___ IO-B Learns/improves/maintains ability to walk on a variety of surfaces/around obstacles
- ___ IO-C Learns/improves/maintains advanced walking skills (e.g. steps over object in way)

○ ANNUAL GOAL V: LEARNS CLIMBING SKILLS
- ___ IO-A Learns/improves/maintains skills related to climbing stairs/ladder
- ___ IO-B Learns/improves/maintains skills related to climbing on, over, into objects (e.g. sofa, car)

○ ANNUAL GOAL VI: LEARNS TO RUN/JUMP/HOP
- ___ IO-A Learns/improves/maintains skills related to running
- ___ IO-B Learns/improves/maintains skills related to jumping or hopping

○ ANNUAL GOAL VII: LEARNS BODY MANAGEMENT/POSITIONING SKILLS
- ___ IO-A Learns/improves/maintains skills related to basic body movement and motor planning (e.g. moves body in diection desired)
- ___ IO-B Learns/improves/maintains skills related to coordination of body movements (e.g. carries/pushes/pulls objects while walking)

○ ANNUAL GOAL VIII: LEARNS PLAY/PLAYGROUND SKILLS
- ___ IO-A Learns/improves/maintains ball skills
- ___ IO-B Learns/improves/maintains skills related to using wheel toys
- ___ IO-C Learns/improves/maintains skills related to using playground equipment
- ___ IO-D Learns/improves/maintains skills related to participating in action games

○ ANNUAL GOAL IX: LEARNS VOCABULARY RELATED TO GROSS MOTOR SKILLS
- ___ IO-A Learns nouns and verbs related to gross motor skills
- ___ IO-B Learns modifiers and prepositions related to gross motor skills

ADDITIONAL ANNUAL GOAL(S) AND SHORT-TERM INSTRUCTIONAL OBJECTIVES

EVALUATION PROCEDURE AND SCHEDULE:
The methods and criteria described in the SMI/SXI Curriculum will be used to evaluate student progress on a continuous basis.
Other evaluation procedure(s) and schedule(s), if any:

_____

Additional short-term instructional objectives may be added in sequence to meet the annual goals, if parent initials here: ☐

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ANNUAL GOALS AND SHORT-TERM INSTRUCTIONAL OBJECTIVES

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INDEPENDENT/FUNCTIONAL LIVING

○ ANNUAL GOAL I: LEARNS SKILLS RELATED TO MEAL PLANNING, PREPARATION, AND EATING

___ IO-A Learns skills specific to eating in cafeteria
___ IO-B Learns skills specific to preparing and eating "sack lunch"
___ IO-C Plans meals and shops for groceries
___ IO-D Prepares family style meal
___ IO-E Sets table and eats
___ IO-F Cleans kitchen after eating
___ IO-G Learns vocabulary related to meal planning, preparation, and eating

○ ANNUAL GOAL II: LEARNS SKILLS RELATED TO WEARING, CARING FOR, AND SHOPPING FOR CLOTHES

___ IO-A Learns advanced skills related to dressing
___ IO-B Shops for clothes
___ IO-C Cares for clothes (e.g. washing, repairing)
___ IO-D Learns vocabulary related to clothing

○ ANNUAL GOAL III: USES COMMUNITY FACILITIES

___ IO-A Learns money skills necessary for using community facilities
___ IO-B Learns skills related to using a vending machine
___ IO-C Learns skills related to eating in a fast-food restaurant
___ IO-D Learns skills related to eating in a full srevice restaurant
___ IO-E Learns skills related to going to a barber/beauty shop
___ IO-F Learns skills related to using a laundromat
___ IO-G Learns vocabulary related to using community facilities

○ ANNUAL GOAL IV: IMPROVES MOBILITY IN THE COMMUNITY

___ IO-A Learns basic skills related to neighborhood mobility
___ IO-B Uses neighborhood mobility skills to go to and return from a specific destination
___ IO-C Uses transportation
___ IO-D Uses public telephone
___ IO-E Uses doors, elevators, restrooms, drinking fountains, etc., in public buildings
___ IO-F Learns vocabulary related to community mobility

○ ANNUAL GOAL V: USES ADAPTIVE EQUIPMENT

___ IO-A Uses a wheelchair
___ IO-B Uses a walker
___ IO-C Uses crutches/cane
___ IO-D Wears brace/splint
___ IO-E Uses sighted-guide/trailing/protective techniques/cane
___ IO-F Uses amplification devices
___ IO-G Uses other adaptive equipment (e.g. eye glasses, prosthetic hands, reachers, lapboard)

○ ANNUAL GOAL VI: FOLLOWS ROUTINES

___ IO-A Follows daily school schedule
___ IO-B Follows daily routine, including home maintenance tasks
___ IO-C Uses calendar to keep track of activities/performs non-daily maintenance routines
___ IO-D Follows seasonal/weather related routines
___ IO-E Learns vocabulary relating to following routines/time/calendar

○ ANNUAL GOAL VII: IMPROVES INTERPERSONAL SKILLS

___ IO-A Learns skills related to family interaction
___ IO-B Learns skills related to maintaining friendships
___ IO-C Learns information related to sexuality
___ IO-D Learns vocabulary related to interpersonal skills

○ ANNUAL GOAL VIII: LEARNS SKILLS RELATED TO HEALTH AND SAFETY

___ IO-A Learns good health practices and takes medication responsibly
___ IO-B Follows indoor safety procedures
___ IO-C Follows outdoor safety procedures
___ IO-D Follows basic first aid procedures
___ IO-E Learns vocabulary related to health and safety

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PREVOCATIONAL TRAINING SKILLS

○ ANNUAL GOAL I: LEARNS BASIC COGNITIVE SKILLS/INFORMATION RELATED TO PREVOCATIONAL TRAINING

___ IO-A Learns prevocational cognitive skills
___ IO-B Develops career awareness
___ IO-C Uses community agencies for assistance with vocational, housing, medical, and other needs

○ ANNUAL GOAL II: PERFORMS PREVOCATIONAL TASKS

___ IO-A Learns general prevocational motor skills
___ IO-B Learns assembly and packaging skills
___ IO-C Learns clerical skills (collating, counting, stamping, etc.)
___ IO-D Learns food service skills
___ IO-E Learns basic cleaning skills (custodial tasks, washing cars, and laundry)
___ IO-F Learns skills related to plant/lawn care
___ IO-G Uses tools to construct/repair simple items

○ ANNUAL GOAL III: LEARNS WORK HABITS/SAFETY SKILLS

___ IO-A Learns work habits
___ IO-B Learns on-the-job safety skills

LEISURE/RECREATION

○ ANNUAL GOAL I: LEARNS LEISURE TIME SKILLS

___ IO-A Interacts with others in play/social activity
___ IO-B Plays with toys
___ IO-C Plays with ball/beanbag
___ IO-D Plays in sand
___ IO-E Responds to music
___ IO-F Uses crayon/markers/paints/glue
___ IO-G Uses puzzles/books
___ IO-H Plays in water/swimming pool
___ IO-I Attends to visual and/or auditory entertainment
___ IO-J Has a hobby
___ IO-K Learns vocabulary related to leisure time skills

ANNUAL GOAL II: LEARNS RECREATIONAL SKILLS

___ IO-A Learns dance skills
___ IO-B Learns basketball skills
___ IO-C Learns kickball skills
___ IO-D Learns bowling skills
___ IO-E Learns softball/T ball skills
___ IO-F Learns hiking/picnicking skills
___ IO-G Participates in physical exercise
___ IO-H Learns vocabulary related to recreational skills

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